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tion," the authors proceed to the study of the paragraph, the sentence, words, letter-writing; then follow with exposition and argument, figures of speech and poetic form, ending with suggestive chapters on "supplementary reading" and punctuation.

Two Years' Course in English Composition. By CHARLES LANE HANSON.
Boston: Ginn & Co.

An admirable book; proceeding from the study of the larger to the smaller units; based throughout on the inductive method; containing a chapter on grammar suitable for review work; subordinating the forms of discourse. The text contains many suggestive exercises. It says little about oral composition.

The School Paper. By CHARLES B. GLEASON and GEORGE I. LYNN.
New York: Hinds, Noble & Eldredge. Pp. 40. \$0.50.

This pamphlet explains every step in the management of a high-school paper. It is invaluable advice for principals and teachers who contemplate launching a school publication.

Everyday English. By FRANKLIN T. BAKER and ASHLEY H. THORNDIKE.
New York: Macmillan. Pp. v+336.

This book is a valuable text for composition work in secondary schools. Part I is a survey of English grammar, characterized by the omission of needless subtleties. The sentence is properly made the objective point of study. Part II, "Composition," is based upon the principles that language is primarily oral; that constant practice is necessary to skill in language; and that form is less important than ideas. Part II is illustrated, comparatively an innovation in composition books.

EDUCATION

Experimentelle Pädagogik. Von W. A. LAY. (2d ed.) (Aus Natur und Geisteswelt, Vol. ccxxiv.) Teubner, 1912. Pp. vii+137. M. 1.25.

The first edition of this work was published in 1908, one year after Meutmann's large work on the same subject. This book aims to present to the general reader who is not able to read extensively on the subject a view of the most important results of experimental pedagogy and the practical conclusions which are to be drawn from them. The field covered is wide, including, in addition to the theory and methods of experimentation, heredity, the effect of physical and social environment upon mental development and functioning, sex differences, mental development in the child, and the mental processes involved in the subjects of the school curriculum. In spite of the range of subjects which is covered the discussion often goes into a good deal of detail

which produces an inevitable loss of perspective. Moreover, the details which are given, and which give an air of erudition to the book, are not accompanied with the bibliographical references which are necessary to enable the reader to verify them or to follow them up further. The treatment is, in fact, in many parts one-sided and superficial.

The second edition is rewritten, but not much new material is added. It contains only ten pages more than the first edition and these seem to be largely taken up with amplification rather than with addition. Such glaring deficiencies appear as a failure to mention Dearborn or Huey in the account of reading, or of the work of Cornman or Rice in arithmetic. The book will be of use among American readers only to specialists in experimental pedagogy.

MATHEMATICS

A Manual of Laboratory Exercises in Physics. By FREDERICK R. GORTON. New York: D. Appleton & Co., 1912. Pp. xv+166.

A book written primarily to accompany the author's *High School Course in Physics*, although it can be used with any good text on secondary physics. There are more exercises presented than can be performed in an ordinary course of one year. There are fifty-two exercises, many of which are presented in two or more ways. This gives the instructor considerable latitude in the selection of the particular exercises for his course. The same general order is given for each exercise, which is: name, object, materials, description, and lastly, a set of review questions.

The descriptions are written in a clear and understandable way, so that the pupil will have little difficulty in his work. A price list of the apparatus used in the book is appended. There are, too, a number of tables of constants used in the exercises. There are also fine zinc etchings of a protractor, vernier scale, and English metric scale printed on a good quality of cardboard. These are to be cut out and used by the pupil as occasion requires. There are fifty-five drawings and figures. The book is well made and is intended for use.

Plane Geometry. By WILLIAM BETZ and HARRISON E. WEBB. Boston: Ginn & Co., 1912. Pp. 332.

This book is another of the few texts on geometry that have appeared in recent years that make a wide departure from the traditional treatment of the subject. To those teachers who are not afraid to experiment in the attempt to psychologize the teaching of geometry and to make it more practical this new text will make an appeal.

The traditional formal course is preceded in the present volume by five or six weeks of work on concrete or observational geometry. Many teachers have found this a successful plan, in that it gives skill early in the course in the accurate construction of the figures of geometry, and in that it vitalizes the